



# Being Ignatian Online and Protecting Equity

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# Objectives

- Learn WHY it is important to understand the Jesuit charism that makes us distinctive
- Learn HOW faculty can incorporate the tenants of Ignatian pedagogy into the classroom
- Discuss the WAYS in which elements of Ignatian pedagogy can contribute to and protect equity in the classroom

# Catholic social teaching: **Solidarity**

- We are **one human family** whatever our national, racial, ethnic, economic, and ideological differences.
- Loving our neighbor has global dimensions in a shrinking world.
- At the core of the virtue of solidarity is the pursuit of justice and peace in a world wounded by violence and conflict.

# Jesuit Core Values

- **CURA PERSONALIS**
- **MAGIS**
- **PERSONS FOR AND WITH OTHERS**  
<https://www.ignatianspirituality.com/men-and-women-for-others/>
- **UNITY OF MIND AND HEART**
- **CONTEMPLATIVES IN ACTION**
- **FINDING GOD IN ALL THINGS**

# RESULTS

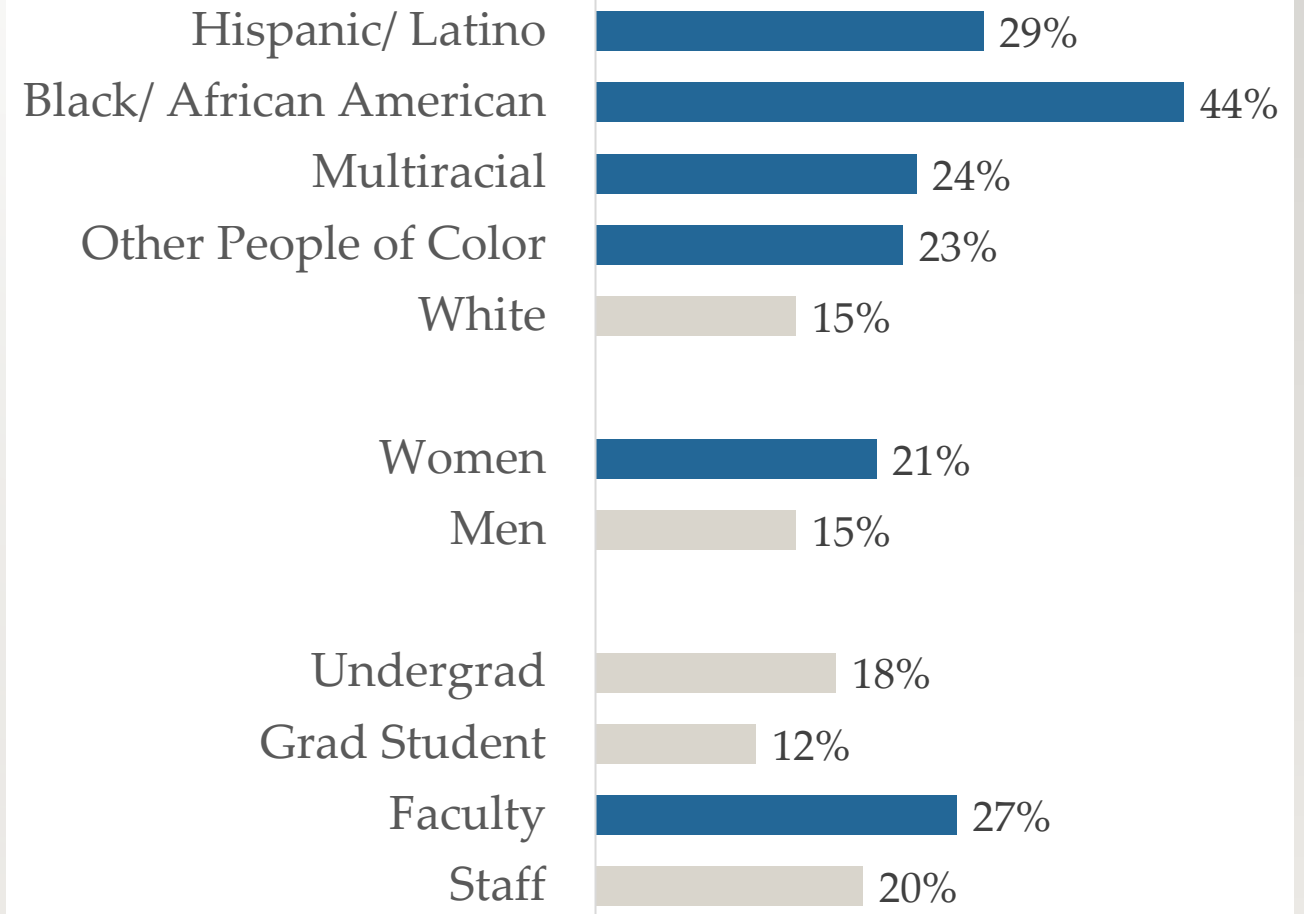
## Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

19%

791 respondents indicated that they had personally experienced this conduct at Marquette in the past year

### How it was experienced

- Disrespected (65%)
- Ignored or excluded (55%)
- Isolated or left out (46%)



# Location of Experienced Conduct

	n	%
• In a class/lab/clinical setting	221	27.9
• In a public space at Marquette	197	24.9
• In a meeting with a group of people	195	24.7
• While working at a Marquette job	157	19.8
• In campus housing	156	19.7

Note: Only answered by respondents who experienced harassment (n = 791). Percentages do not sum to 100 due to multiple responses.



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- To what extent have you been intentional about incorporating Ignatian pedagogy or the Jesuit core values into the classroom?

To better understand the relevance of the Ignatian paradigm it is important first to define each of the five domains







# Context

- Who are our students and what can we expect them to bring to their classroom experience?
- How do their family, friends, peers, culture, society, influence them?
- How do they best learn? Communicate?
- This helps build both community and trust so that ALL students feel welcome.

# Experience

- What types of structures of classroom activities will be most effective for their level of experience or background?
- How do we convey transparency in the learning and how do we make it connect to their reality?
- In other words, how can we help facilitate their experiences in a way that they gain new competencies?


# Differentiate delivery of content

- dialogue
- debate
- role plays
- simulations
- field trips
- service projects
- reading
- Lectures
- All in a way to help students integrate the learning that occurs in the classroom with those of their home, work, peers etc.

# Transparency as Ignatian

- It's important to explain to students **WHY** they are doing particular activities, such as homework, projects, and exams. Especially for first gen or others not privy to the “unwritten rules.”
- Why? Most students have no idea that instructors carefully choose course activities to increase student learning (hopefully). We can motivate them and help them “learn how to learn.”
- This transparency has been found to ensure greater success for all students but specifically underrepresented students.



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- Do you give thought to how clear and transparent your syllabus, the language you use, the assignments you give, the way you grade, is from the perspective of the student?
  - How have you done this?





# Reflection

- Students add meaning and understanding to who they are becoming and what actions they will take as a result of what they are learning.
- How can you encourage students to best reflect on some of the experiences they are having in their classroom context?



## Examples of Reflection


- What did I learn?
- Why does what I learned matter?
- In what ways will I use this learning?
- How will I be different by knowing this and what will I do as a result?



What might you ask during this particular moment  
in our history?

# Action

- Certainly the main objective of Jesuit education, action, might be small changes the student makes in his or her behaviors or more global action that directs students toward becoming persons for and with others
- Think of some ways that you already do or hope to support students' changing their view of themselves and their place in the world, and how it calls them to action on what they have both experienced and learned

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- What are some actionable outcomes from this moment in time for your classroom instruction this fall (i.e. intentional dialogue around hot topics, how might your assignments reflect this or shift?)

# Evaluation

- Much like the Examen, evaluation here challenges faculty to provide students with the opportunity to reflect on the process of action and what they have learned from their experience.
- In a well-structured evaluation exercise, students should then ask themselves what they did well and what they should do differently; but additionally, they need to evaluate WHY things worked or did not work as planned.




# Building an Inclusive Classroom

- Representation in materials
- Clarity in language
- Define terms (office hours, rubric, critical thinking)
- Ensure understanding and mechanism to ensure clarity
- Building community and trust
  - How have you done this?

# Ignatian strategies



- Silence
- Anonymous tools (i.e. Mentimeter) to give voice to those less inclined to participate
- Post a question and then wait – give students time to think, process and reflect
- Think about using pair/share after reflection
  - E.g. can go from groups of 2, to 4, to 8 and then the full class

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- Intentional and consistent message to students about your openness and availability to help
  - Trust that I will allow you to reflect on your progress and redirect if needed
  - Belief that change can occur, failure isn't the end of the world, and learning can be scaffolded


# Equity and Inclusion Online



- Be Accessible.
  - Ensure all files, images, videos and other posted content are accessible (i.e., visual content can be clearly translated by a screen-reader and audio content has visual captions)
  - Provide approved accommodations for students who present accommodation letters from the Student Ability Success Center
  - Check whether content is mobile-friendly
  - Consider variation in students' access to computers and stable internet service



- **Be Flexible and Open.**

- *Have flexible policies:* Review your syllabus and consider what changes might be needed to your grading weights, late policies and other course policies in order to accommodate this transition
  - Think about alternative ways that students can engage with your course (flexible activities)
  - Think about alternative ways that students can show you what they have learned (flexible assessments)
  - Be prepared to address microaggressions
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# Hope & Gratitude

- “The kind of hope that I often think about...I understand above all as a state of mind, not a state of the world.

Either we have hope within us, or we don't. It is a dimension of the soul  
It's not essentially dependent upon some particular observation of the world or estimate of the situation.

Hope is not the conviction that something will turn out well, but the certainty that something makes sense, regardless of how it turns out.”

— Vaclav Havel



## In silence...

- How do you think having students pause and complete a reflection before submitting an assignment could help them in your course?
- And yes, you can do this online too!




- Don't be afraid to incorporate calming exercises into the moment. Moments of reflection and contemplation represent our Ignatian identity and those of some other spiritual traditions.



Don't forget the Haggerty Museum of Art Fall Exhibits!





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- Creating a “teaching gallery” for the fall that will allow students to visit the museum on their own (although small, in-person classes will also still be welcome).
  - Thematic groups (Theology/Old Testament stories, movement, environment, critical thinking, gender issues, social justice, Spanish speaking cultures, micro/macro views of the world)
  - Applicable to a wide range of themes/classes/possibilities.




Next Door Neighbors by LaNia Sproles

- [The Greater Milwaukee Foundation's Mary L. Nohl Fund Fellowships for Individual Artists program](#) annually awards unrestricted funds to emerging and established local artists to support the creation of new work, or the completion of work in progress. Now in its seventeenth cycle, the program makes a significant investment in the greater Milwaukee arts community, encouraging artists to live and make work here. This cycle of the program features Established Artists Cecelia Condit and Ras 'Ammar Nsoroma, and Emerging Artists Vaughan Larsen, LaNia Sproles, and Natasha Woods.



- *Curricular Collection Highlights*
- **August 24 – December 20, 2020**
- During the fall 2020 semester, the Haggerty's second-floor teaching galleries will be converted to a classroom space that will exclusively accommodate student and faculty visits.. The works on view are drawn from the museum's collection and include subject matter related to social justice, the environment, gender issues, micro/macro views of the world, Old Testament stories, movement, critical thinking, Spanish speaking cultures, and more..



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- How might we help our students feel a sense of hope during these difficult times?
  - What might those pathways to hope look like?
  - How can we help them feel a sense of gratitude, one of the cornerstones of the Ignatian tradition, to find God in all things?
  - What about YOU?